

**THE INFLUENCE OF USING ROLE PLAYS  
TOWARDS STUDENTS' PRONUNCIATION MASTERY  
AT THE FIRST SEMESTER OF THE EIGHTH GRADE  
AT SMP NEGERI 20 BANDAR LAMPUNG  
IN THE ACADEMIC YEAR  
OF 2019/2020**

**(A THESIS)**

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

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LAMPUNG  
2019/2020**

## ABSTRACT

This research was based on the phenomena happened at SMP Negeri 20 Bandar Lampung, there are many students who have difficulty in learning English, especially in speaking. One of the important elements is pronunciation. The students' pronunciation mastery at the SMP Negeri 20 Bandar Lampung is still low. Also the students bored, confuse and difficult to pronounce, so they do not have motivation to learn English. It can be seen from the result of preliminary research that 73% students still get poor score in pronunciation. Therefore, researcher get interest to discuss about the influence of Role Plays Technique towards students' pronunciation mastery. The objective is to find whether any significant influence of using roleplay towards students' pronunciation mastery.

The research methodology was experimental research with quasi experimental design. The population of this research was the eighth grade of students at the first semester at SMP Negeri 20 Bandar Lampung. The sample was chosen by using cluster random sampling technique. The writer chose class VIII G as the experimental and VII H as the control class of this research. There were three steps in conducting this research: there are pre-test, treatment, and post-test. Then the writer analyzed the data using t-test formula.

From the data analysis, it was found that the result of paired sample t-test was 0.000. This result was consulted to the score of the value significant generated Sig (pvalue)  $< \alpha = 0.05$ . Therefore,  $H_0$  was rejected and  $H_a$  was accepted. In other words, there was a significance influence of Role Plays toward students' ability in Pronunciation mastery at students in eighth-grade of SMP Negeri 20 Bandar Lampung.





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MASTERY AT THE FIRST SEMESTER OF THE  
EIGHTH GRADE AT SMP NEGERI 20 BANDAR  
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**ADMISSION**

**A thesis entitled: THE INFLUENCE OF USING ROLE PLAYSTOWARDS STUDENTS' PRONUNCIATION MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMP NEGERI 20 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020, By: ANA MARTIKA, NPM: 1411040212, Study Program: English Education, was tested and defended in the examination session held on: Friday, June 24<sup>th</sup> 2020.**

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## DECLARATION

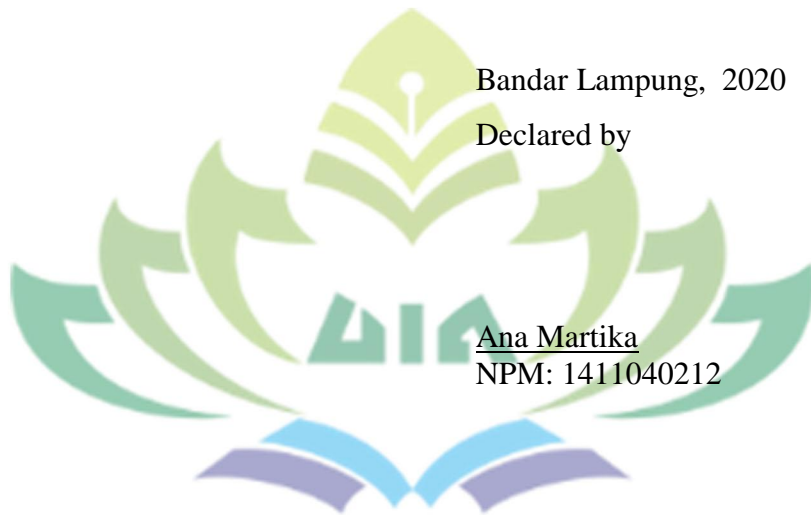
I hereby declare that this thesis entitled “The Influence of Using Role Plays Towards Students’ Pronunciation Mastery at The first Semester of The Eighth Grade at SMP Negeri 20 Bandar Lampung in The Academic Year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in this thesis.

Bandar Lampung, 2020

Declared by

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## MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ٢٥  
وَيَسِّرْ لِي أَمْرِي ٢٦  
وَاحْلُلْ عُقْدَةً مِّن لِّسَانِي ٢٧  
يَفْقَهُوا قَوْلِي ٢٨<sup>١</sup>

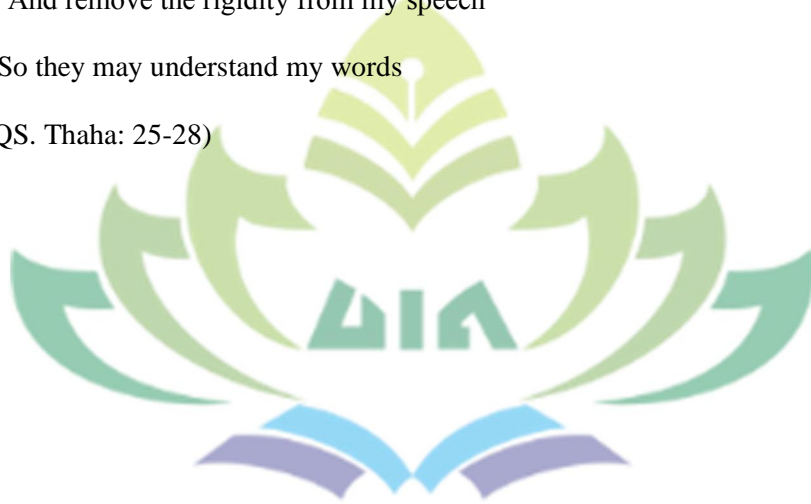
25. (Musa) Said: “O My Lord expand my chest

26. “Ease my task for m

27. “And remove the rigidity from my speech”

28. “So they may understand my words

(QS. Thaha: 25-28)



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<sup>1</sup> Ahadi, “Quran surat Thaha 25-28 (Q.S. 25-28) in arabic translation” (online ), Available at <http://alquran.com>

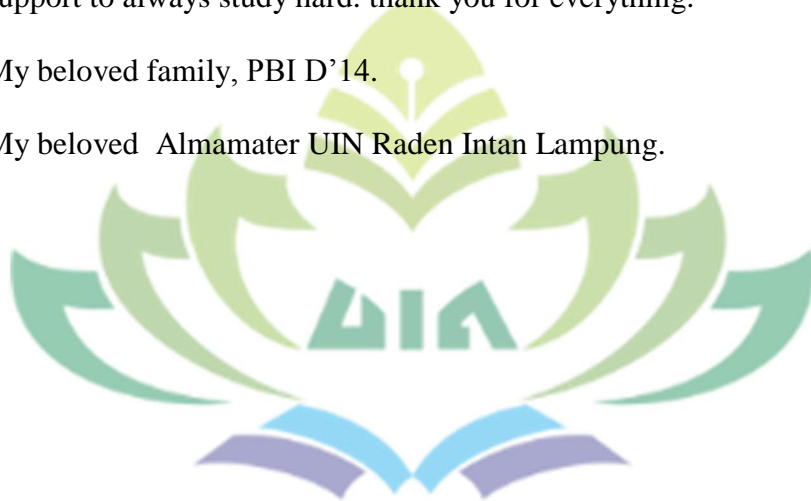
## DEDICATION

*Bismillahirrohmanirohim..*

Praise and gratirude to allah subhanahu wataalla for abundant blessing to me, and from my deep of heart and great love

This thesis dedicated to:

1. My beloved parents, my Father Ahmad Hs and My Mother Kaswanti who always pray for my success and give me inspiration, motivation, love, support to always study hard. thank you for everything.
2. My beloved family, PBI D'14.
3. My beloved Almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The name of researcher is Ana Martika. She was born on March 27<sup>th</sup> 1996 in Bandar Lampung, Lampung. . She is the first daughter of couple Mr.Ahmad Hs and Mrs. Kaswanti. She has one younger brother, his name M Dwi Saputra.

She started her formal education at elementary school of SD Muhammadiyah 1 Bandar Lampung in 2003 and finished in 2008. Then, she continued to junior high school of SMPN 20 Bandar Lampung in 2008. After graduating from Junior High School in 2011. She entered at Senior High School at SMA Muhammadiyah 2 Bandar Lampung in 2011 and graduated in 2014. Then, she studied her study in the Raden Intan State Islamic University Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty. During her study in UIN Raden Intan Lampung, she joined in several organizations such as MAHARIPAL (Student Association for Environmental and Adventure Activity).





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In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty god. For blessing me with His to mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers. This thesis entitled “The Influence of Using Role Plays Towards Students’ Pronunciation Mastery at The first Semester of The Eighth Grade at SMP Negeri 20 Bandar Lampung in The Academic Year of 2019/2020” Is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

When completing this thesis, there was a lot of help, assistance, and various things received by the researcher. Therefore, researcher will sincerely thank:

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Finally, it must be admitted that nothing is perfect and there are still many weaknesses and mistakes made by the researcher in writing this thesis. Therefore, criticism and suggestions from readers are very accepted by the researcher to improve the quality of this thesis. Furthermore, through this thesis, it is expected that there will be benefits for the specialists for the researcher and generally



for readers, especially for those involved in the English teaching profession.

Bandar Lampung, 2020

TheResearcher

Ana Martika  
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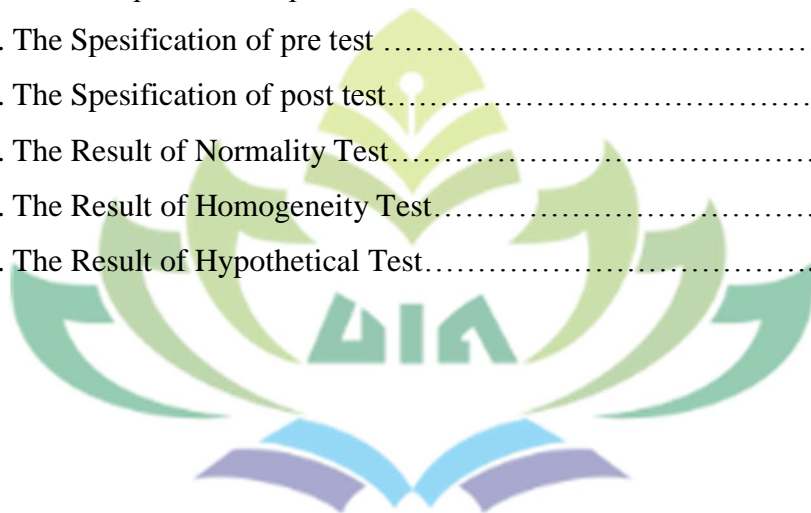
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problems

As an international language, it is important to learn English, which is used in many countries over the world and widely used in many sectors such as information, trade and education. In Indonesia, English has an important role especially in education because English as a unifying language that is used to communicate and interact with other countries and it is used to operate the technology because almost all of technology that we use is using English. Therefore, English is taught as a foreign language in all levels of school and language course.

English in Indonesia is categorized as a foreign language. Harmer says, "English is foreign language that is generally taken to apply to the students who are studying general English at school and institutes in their own country or as transitory visitors in target language country."<sup>2</sup> Crytal says, "as a foreign language, it will take a great deal of effort to master it."<sup>3</sup> It means that learning to talk in foreign language is difficult.

English has four skills that have the same important part in communication, namely listening, speaking, reading and writing. Speaking is the important part of learning English. This is supported by Thornbury who states that speaking is so much a part of daily life that we take it for granted.

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<sup>2</sup>Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.39.

<sup>3</sup>David Crytal, *English as a Global language* (2<sup>nd</sup> Ed.) (Combridge: University Press, 2003), p.3.

The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language.<sup>4</sup> It means that the speaking ability can be improved if the students are not afraid of practicing speaking English in their daily life.

Speaking is the productive skill in the oral mode. In teaching learning language, one of the importance of speaking is pronunciation. Pronunciation is a way in which a language is spoken, persons' way of speaking a language or words of language. In order to learn English well, both the languageskills and language aspects are interrelated each other. In order to master English as foreign language,we should master its pronunciation.

Pronunciation is one of the most important parts of English to communicate with the other since there are differences in symbols and sounds. At school, English subject aims to develop the students' communication competence. Without proper communication in oral they have difficulties in their competence. Tennant says, "quite clearly, pronunciation is both incredibly complex and an important area for teaching and learning. Pronunciation is not just about producing the right sounds or stressing the right syllable, it is also about helping students understand what they hear."<sup>5</sup>

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<sup>4</sup>Scoot thornbury, *how to teach Speaking* (London: Longman,2015), p.I.

<sup>5</sup>Andrian tenant, *pronunciation matters* (On-Line), available online at: <http://www.onestopenglish.com/skllis/pronunciation/pronunciation-matters/pronunciation-matterssound-reasons-for-teaching-pronunciation/155507.article.htm>(march 14<sup>th</sup>2015).



In fact, teaching pronunciation is frequently overlooked. Kot says, it appears that the number of students who appreciate the importance of good pronunciation is limited. It is tempting to suggest that English lesson should deal with pronunciation. If students do not have an opportunity to practice good pronunciation at the beginning of their learning, they may build their habits in the wrong way.”<sup>6</sup> The other reason why must we learn or teach pronunciation is to help us become intelligible speakers of English and to improves their own comprehension of spoken English.<sup>7</sup> It is that’s why we must pay attention to our pronunciation or pay attention to pronunciation.

The researcher collected the information on based the preliminary research data obtained by interviewing the English teacher (Mrs.Malina, S.Pd.), by interviewing the students and by preliminarythe situation. Based on interview, the teacher said that most of students of SMPN 20 Bandar Lampung have little exposures to use their English in real life. The English teacher used the Discussion technique to teach pronunciation. And there were still weaknesses in this technique, such as only some students who active in teaching learning process, while others are not active.Students’ English pronunciation is still low and many students still get low score of pronunciation. It means that the teacher must find the good technique or strategy in teaching learning to make students more active and interest in English especially in Pronunciation mastery.

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<sup>6</sup>Marzenakot, *the important of pronunciation teaching* (On-Line), available online at: [http://www.profesor.pl/mat/pd6/pd6:\\_m\\_kot\\_20060914\\_.pdf](http://www.profesor.pl/mat/pd6/pd6:_m_kot_20060914_.pdf)(March 14<sup>th</sup> 2015).

<sup>7</sup>*Module 6 how to teach pronunciation* (On-Line), available on-line at: <http://info.moe.gov.et/elictp.pdf>(march 14<sup>th</sup> 2015).

Based on interview the students, the students at eighth grade of the school still find difficulties in pronunciation because they werevery lazy to follow the learning process very well. Besides, they said that they are bored with the situation in their learning activities. The researcher also had interviewed students, it was true that the students were still low in their pronunciation. They commonly confuse how to pronounce the words correctly. For example, they confuse how to pronounce “see/she” and “car/care” they cannot distinguish the pronunciation of words. One for their reason is becausethey don’t know how to read the phonetic symbol.<sup>8</sup> So, they cannot check the true pronunciation.It can be seen from table 1 :

**Table 1.1**  
**The Students’ score of pronunciation at the Eighth Grade of SMPN 20 Bandar Lampung in 2019/2020**

No	Class	Scale of Pronunciation				Total of Student
		4	3	2	1	
1	A	1	5	24	1	31
2	B	1	8	20	1	30
3	C	0	9	20	1	30
4	D	1	9	19	1	30
5	E	0	3	25	3	31
6	F	0	4	23	3	30
7	G	3	2	22	3	30
8	H	0	5	24	1	30
9	I	0	5	24	2	31
10	J	0	8	21	1	30
<b>Total</b>		6	58	222	17	303
<b>Percentage</b>		2,0%	19,4%	73,3%	5,6%	100%

*Source: The Score from English teacher of SMPN 20 Bandar Lampung*

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<sup>8</sup> The students in SMP Negri 20 Bandar Lampung

**Note:**

- 4** :Very Good  
understandable although with certain accent
- 3** :Good  
there is a problem that make listener should give full focus and sometimes there is misunderstanding
- 2** : Fair to Poor  
hard to understand because there is pronouncing problem, often to repeating
- 1** : Poor  
there are often mistaken in pronouncing so it cannot be understood

The table above shows the students' score of their pronunciation.

Based on the table above, there are from 303 students of SMPN 20 Bandar Lampung at the eighth grade. Only 64 students who got pass score in pronunciation. There are 222 students still got fair to poor, 17 students still got poor, score in their pronunciation. If made in the form of presentation, it can be concluded that 73.3% students got fair to poor and 5,6% poor score. and Only 58 students still got good score, 6 students got very good score, if score in the presentation 19,4% got good score and 2,0% student got very good score. Most of the students got fair to poor score of their pronunciation. The researcher assumes that most of the students are still difficult to pronounce words well. The researcher concludes that the students' pronunciation mastery in SMPN 20 Bandar Lampung still needed to increase.

The teacher must pay more attention to the areas where the students are likely to have problems in teaching and learning. The teacher must know many techniques and should know how to implement the

technique in the class, because the students' learning depends on the effectiveness of the English teacher's language technique to adjust the material with the situation. The students are expected to use correct pronunciation while they are producing the sounds of the words to improve their communication. Moreover, in learning the students should be able to master not only the grammatical features and vocabulary, but also in oral production, especially in learning pronunciation.

The teacher must be able to create a nice situation in learning process. It can be done by using by the technique that more interesting and suitable for the students. Some students did not possess good intonation when speaking their results. So, students found difficulty in pronouncing words correctly. It is important for a teacher to enhance students' pronunciation. The teacher can improve learners' pronunciation through several practices like listening to discrimination, reading dialogue, drama, role plays and the like. The teacher can also determine which pronunciation teaching is suitable for the class whether it is integrated, remedial or practice lesson. With the development of education, we can find many techniques in learning pronunciation, and one of the good technique is Role Play. Role play brings situation from real life into the classroom. Students imagine and assume roles.<sup>9</sup>Roleplay is an instructional technique involving a portrayal (acting out) of a situation,

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<sup>9</sup>Purwanto, Teaching Speaking(9) :Role play, *The Word of Language*,<http://purwanto-linguistics.blogspot.com/2006/05/teaching-speaking-9.html>, Accessed on March 12<sup>th</sup>2014



condition, or circumstances by selected members of learning group.<sup>10</sup> By using technique role plays, the students learn how to read the phonetic symbol of word, it will make the students' easier to check their pronunciation. So, it means that using this technique can reduce students' dependence on the teacher as a model.

We must know how to implement technique in class and make the teaching and learning process enjoyable for the students. In teaching pronunciation, the teacher must plan their teaching strategies accordingly, because pronunciation is an important part of learning English. The teacher must involve the students' in meaningful and communicative activities and makes learning as interesting and motivating as possible. It means that the students must interest first in teaching learning English, especially in pronunciation to make them more enjoy to learn. The researcher believes that teaching by using Roleplay that can give good influence on students' pronunciation. It can reduce teaching-learning situation, students will feel happier, because it is interesting, and it can motivate students to learn.

The relevant study was conducted by Diah Ropratiwi, the title is "Implementation of Role Play in Speaking at The First Year of SMA Negeri 9 Bandar Lampungin academic year of 2011/2012".<sup>11</sup> The result of

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<sup>10</sup>M.P. Chhaya, book 1 :Effective Teaching Effective classroom (Effective Strategy For Teaching), *Staff Development series*, <http://www.scribd.com/doc/27435080/Effective-strategies-of-Teaching>, Accessed on March 5<sup>th</sup>, 2014

<sup>11</sup>DiahRopratiwi, *Implementation of Role Play in Speaking at The First Year of SMA Negeri 9 Bandar Lampung*, (University of lampung:2012)

the learning product shows that Role Play technique improves the students' speaking achievement in each component.

The second previous study by Yosep Kusuma Wijaya is the research of the title, "Improving Students' Pronunciation through Role Play for Class VII at SMP N 3 Tempel in the Academic Year of 2013/2014".<sup>12</sup> Through the use of role play. This action research was conducted in two cycles. The cycles consisted of nine meetings in total. The research involved role plays that were conducted in pairs and in groups. The role plays were based on the language functions such as asking and giving service, asking likes and dislikes, showing directions, and describing people. Conducting integrated pronunciation teaching, reading aloud, and directed response tasks were the complements of the main activities. The data were obtained by observing the teaching and learning process, interviewing the students and collaborators, and taking photographs. The validity of the data was gained by applying democratic, outcome, process, catalytic, and dialogic validity. The research results show that the students' pronunciation improved through the use of role plays. The students were more confident and were not afraid of making mistakes when speaking. They had used right intonation. They had put correct stress when pronouncing words. They actively participated in the teaching and learning process. The mini dictionaries with phonetic

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<sup>12</sup>Yosep Kusuma Wijaya, *Improving Students' Pronunciation through Role Plays for Class VII at SMP N 3 Tempel in the Academic Year of 2013/2014*, (University of Yogyakarta)

transcriptions had increased students awareness of having correct pronunciation.

Differences of previous research with this research are; from the firstprevious of Diah Ripratiwi, the variable in her research used role play in teaching speaking and this research is used role play in pronunciation mastery. And the second previous of Yosef Kusuma Wijaya, the research design in his research used action research and in this research is used experimental research.

Based on the background above, the researcher proposed a research entitled, The Influence of Using Role play Towards Students' Pronunciation Mastery at the first semester at the Eight Grade of SMPN 20 Bandar Lampung in the Academic year of 2019/2020.

## **B. Identification of the Problem**

Based on the background above, the researcher identified the problem as follow:

1. The students' pronunciation mastery was still low.
2. The students found difficult to improve their pronunciation.
3. The studentsdid not have motivation to learn English.
4. The students were bored, confused,and difficult to pronounce in speaking skill.
5. The students did notknow how to read phonetic symbol check their pronunciation mastery.

### **C. Limitation of the Problem**

In this research, the researcher focused on segmental feature of pronunciation which is vowel. The vowel are single vowel, they are short and long vowels : (ɪ, i:, ʊ, u:, ɒ, ɔ:, ʌ, ɑ:, ə, ɜ:, e, æ)

### **D. Formulation of the Problem**

Based on the identification and limitation of the problem above, the researcher formulated the problem as follows, is there is a significant influence of using role play towards students' pronunciation mastery in the first semester the eighth-grade of SMPN 20 Bandar Lampung in the academic year of 2019/2020?

### **E. Objective of the Research**

The objective of the research is to find whether there is a significant influence of using role play towards students' pronunciation mastery at the first semester of the eighth-grade of SMPN 20 Bandar Lampung in the academic year of 2019/2020.

### **F. Uses of the Research**

#### **1. For the students**

It helped the students to know their strength and weakness in their pronunciation, and will encourage them to improve their pronunciation mastery.

#### **2. For the teacher**

The teachers in SMP N 20 Bandar Lampung got the benefit from the research. They could know the roles of teacher to influence students"



pronunciation. Besides, the teacher that becomes a collaborator would experience in taking part in the research.

## **G. Scopes of the Research**

### **1. Subject of the Research**

The subject of the research was the students at the first semester of the eighth-grade of SMPN 20 Bandar Lampung.

### **2. Object of the Research**

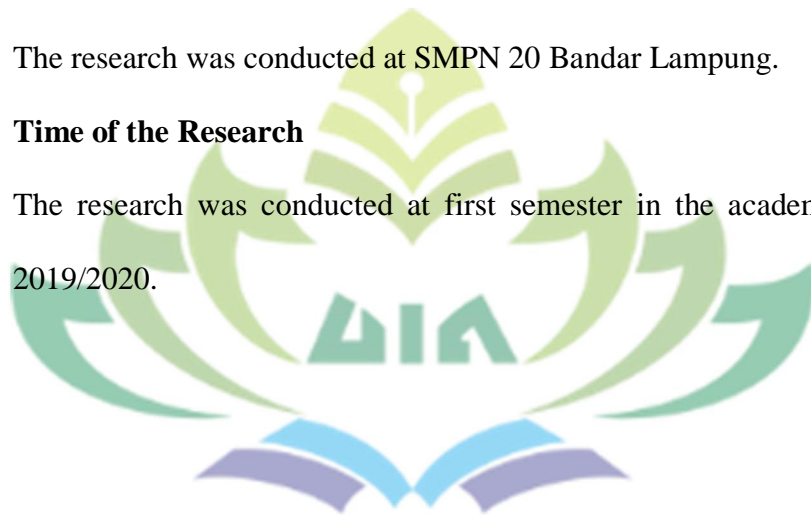
Object of the research was roleplay technique and students' pronunciation mastery.

### **3. Place of the Research**

The research was conducted at SMPN 20 Bandar Lampung.

### **4. Time of the Research**

The research was conducted at first semester in the academic year of 2019/2020.



## **CHAPTER II**

### **FRAME OF THEORIES, FRAME OF THINKING, AND HYPOTHESIS**

#### **A. Frame of Theory**

##### **1 . Concept of Teaching English as a Foreign Language**

English as foreign language indicates the use of English in non English speaking region so it is not used in daily communication. It is only used in certain place by certain people in doing their activities. Learning English by student in country where English is not the native language is the definition of English as a foreign language. Harmer states that, English as a foreign language is generally taken to apply students who are studying general English at the schools and institutes in their own country or as transitory visitors in a target language country.<sup>13</sup> It implies that EFL (English as Foreign Language ) is a situation where the student learn target language in their own country because they need to learn target situation.

English is used as communication. Since students use their mother language in their daily coversation. English teacher has essential role to make student understand and enjoy the material. It is necessary to make student comfort and enjoy in learning english. Michelle Maxom states that as soon as student feel confident that they can use English for whatever

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<sup>13</sup> Jeremy Harmer, *The Practice Of English Language Teaching*, (Singapore: Logman Group UK Limited, 3<sup>rd</sup> Edition, 1991), p.39

purposes they need, they often get on their lives.<sup>14</sup> So, when students feel confident to use English as their daily communication, they know more vocabulary, use many tenses, and able to communicate using English language.

Based on the statements above the researcher assumes that in teaching English as a foreign language is the teacher should prepare the material instruction and the application of new techniques well. Because language teaching and learning can be regarded as process, the first role is to facilitate the communication process between participant and the various activities.

## **2. Concept of Speaking**

According to Brown, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.<sup>15</sup> Meanwhile, according to Huebner, speaking is a skill is acquired by much repetition; it is primarily a neuromuscular and not an intellectual process. Speaking is consists of competence in sending and receiving messages.<sup>16</sup>

According to Thornbury, speaking is an act of producing words.

Speaking is so much part of daily life that we take it granted. The average

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<sup>14</sup>Michele Maxom, *Teaching English As A Foreign Language For Dummies*, ( England: Wiley, 2009), p.20

<sup>15</sup>H.D. Brown. *Teaching by Principle an interactive approach to language pedagogy*, second Edition, New York, Longman, 2001, p. 68

<sup>16</sup>Theodore, huebner, *Audio Visual Technique in Teaching Foreign Language*, New York, Combridge University Press, 1960, p. 5

person produces tens of thousands of words a day, although some people may produce even more than that.<sup>17</sup> From the definition above, it can be concluded that speaking is a productive skill used by someone in daily life to communicate, an act of producing words, which is communicating the speech sound for expressing and conveying messages or ideas.

### 3. Concept of Pronunciation

Pronunciation is viewed as a sub-skill of speaking.<sup>18</sup> According to Brown, pronunciation was a key to gaining full communicative competence.<sup>19</sup> Hornby says, "pronunciation is a way in which a language is spoken, persons' way of speaking a language or word of language."<sup>20</sup> Besides, Tennant said, "pronunciation is not just about producing the right sounds or stressing the right syllable, it is also about helping students understand what they hear."<sup>21</sup> From the statement above, we know that pronunciation is about producing sounds, stressing and others as a way in which a language is spoken. Or in other words, Pronunciation is the process of speech sounds for communication. It means that by knowing how to pronounce words of language, the learners can speak the language well.

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<sup>17</sup> Scott Thornbury, *How to Teach Speaking, Malaysia*, Longman, 2005, P. 1-2

<sup>18</sup> Ramesh Nair, Rajasegaran Krishnasamy, Geraldine de mello, *Rethinking The Teaching of Pronunciation in the Esl Classroom*, (On-Line) enable online at: [www.melta.org.my/ET/2006/2006\\_3.pdf](http://www.melta.org.my/ET/2006/2006_3.pdf), p. 28. (April, 25<sup>th</sup> 2015).

<sup>19</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed), (New York : Longman, 2001), p.232.

<sup>20</sup> As. Hornby, *Oxford Advanced Learners' Dictionary of current English*, ( New York: Oxford University Press, 1948), p. 670.

<sup>21</sup> Andrian Tennant, *Pronunciation Matters* (On-Line), available online at: <http://www.onestopenglish.com/skills/pronunciation/pronunciation-matters/pronunciation-matterssound-reasons-for-teaching-pronunciation/155507.article.htm>. (march 14<sup>th</sup> 2015).



The learners need to know how to pronounce words of language when they learn language. In order to master English as a foreign language, we should master its pronunciation.

The sound of two languages may be similar, but they are not quite the same. In summary, pronunciation in language learning comprises the production and the perception of significant sound of a particular language in order to achieve meaning in context of language use.

Indonesian situation where English is a foreign language, the role of teacher as a model is very prominent. We know that English language and Indonesian language have different systems especially in English pronunciation and Indonesian pronunciation. Commonly, English sounds are absent in Indonesian and those which have some places of articulation in both languages actually have different manners of articulation. It is why the students really need the teacher to guide them in learning activity.

Good pronunciation may be defined as a way of speaking which is clearly intelligible to all ordinary people, and it covers good sound of language. Pronunciation consists of organized sounds that are produced by the air that gets through the organ of articulation. So ,the teacher must have good explanation of some important points related to the English sound system, because a good understanding of the points will help the students in learning English pronunciation. In this production process, it will produce sounds and includes attention to the particular sound.

Sounds are the things we hear , they are what we listen to.<sup>22</sup> In another source, the sound is produced by a vibrating source that causes the matter around it to move.<sup>23</sup> Sounds of the language are important because it difference word each other, by changing one sound, we can change word and its meaning. The structure of sound system involves not only the vowels and consonant, the segmental features, but also stress and intonation, the suprasegmental features.<sup>24</sup>

Because in this research the researcher limited just for the phonemes or segmental features, the researcher adds the theory of phonemes or segmental feature.

## 1. Phonemes

A segment is any discrete unit that can be identified, either physically or auditorily, in the stream of speech.<sup>25</sup> There are vowels and consonant in segmental features. According to Kelly, vowels and consonant include of phonemes.<sup>26</sup> So, the writer concluded that means of segmental feature here were phonemes. Hancock said that A phoneme is a sound which is significant in a language.<sup>27</sup>

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<sup>22</sup>Robert Pasnou, *What Is Sound?*( On-Line) enable online at : <http://www.spor.colorado.edu/~pasnou/inprint/sound.pdf> (April, 25<sup>th</sup> 2015)

<sup>23</sup>Juan P. Bello, *fundamentals of Music Technology* ( On-Line) Enable online at : [www.nyu.edu/classes/bello/FMT.../1\\_Sound.pdf](http://www.nyu.edu/classes/bello/FMT.../1_Sound.pdf). (April, 25<sup>th</sup> 2015 )

<sup>24</sup>Geoffrey Broughton, et al, Op.Cit, p.52.

<sup>25</sup>David Crystal, *A Dictionary of Linguistics & Phonetics* (Oxford: Blackwell,2008), p

<sup>26</sup>Gerald Kelly, *how to teach Pronunciation* (Edinburgh: Pearson Education Limited, 2000),p.1.

<sup>27</sup>Mark Hancock, *pronunciation games* ( Combridge: Combridge university Press, 1995), p.5.

### **a. Consonants**

Consonants are sounds made by blocking the flow air coming out from the lungs.<sup>28</sup> Consonants are formed by interrupting, restricting, or diverting the airflow in a variety of ways. Kelly explains that there are three ways to describing the consonant sounds: first, the manner of articulation. It refers to the interaction between the various articulation. It refers to the interaction between the various articulators, and the airstream. Second, the place of articulation. It about what the various articulators actually do. Third, the force of articulation. It terms are used strong and weak.<sup>29</sup>

### **b. Vowels**

Ogden says that vowel sounds are syllabic sound made with free passage of air down of mid line of the vocal tract and without friction.<sup>30</sup> In addition, vowels are sounds in which there is no abstriction to the flow air as it passes from the larynx to the lips.<sup>31</sup> From the explanation above, vowels sound are speech sound produced without significant constrictions of the air flowing through the mouth.

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<sup>28</sup>Gerald Kelly, *Op Cit.* P.2.

<sup>29</sup>*Ibid.* P. 55.

<sup>30</sup>Richard Ogden, *Op. Cit.* p. 56.

<sup>31</sup>Pater Roach, *English phonetics and phonology :A Practical course* ( Combridge: CombridgeUnivesity Press, 1998), p.10.

## 1) Diphthongs

Diphthongs are complex vowel.<sup>32</sup> Diphthongs are sounds which consist of a moment or glide from one vowel to another.<sup>33</sup> Diphthongs or gliding vowels sounds are complex vowels which made by movement from one vowel to another. For all diphthongs, one of the best techniques is to get students make and hold the first element, then slowly move to the second.

Here are suggested ways how to make diphthongs sounds by Kelly:<sup>34</sup>

### Some suggested ways of explaining how to form the diphthongs sounds

Diphthongs	For all diphthongs, one of the best techniques is to get students to make and hold the first element, then slowly move to the second. Finish off by making the sound at a 'normal' speed. Some other suggestions are made below.
ɪə	Make the sound while tugging you ear.
ʊə	Hold the first sound, and move the second.
eə	Liken this to the word <i>air</i> . Point to your hair. Say over there, or on the chair. All will give good examples of the sound, which you can then isolate.
eɪ	Pretend not to hear someone, and say <i>eh?</i>
ɔɪ	Words work best here: <i>toy, boy, enjoy</i> .
aɪ	Make the sound and point to your eye
aɪ	<i>Oh, hello, said slowly</i> , and exaggerated a little, works well.

## 2) Single vowels

For students who learn English as their foreign language, they may find difficulties how to pronounce vowel sounds. There are some ways to form the vowel sounds. Here are suggested ways to from 12 pure vowels sounds by Kelly :

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<sup>32</sup>Mark Hancock, *Op. Cit.* p.4

<sup>33</sup>Peter Roach, *Op. Cit.* p.20

<sup>34</sup>Gerald Kelly, *Op.Cit.* p. 39

Sound	Suggestion
<b>Vowels</b> i:	A 'smiling' sound. Smile widely, make and hold the sound. Demonstrate that it is a 'long' sound.
ɪ	Make the sound, and make it obviously short. If necessary, contrast it with / i: /.
ʊ	A short sound. Exaggerate the forward position of your lips. One way into this sound is to ask students what noise a gorilla makes!
u:	Make and hold the sound. Use a 'rising then falling' intonation, as if you've heard something surprising, or some interesting gossip (uuUUuu). Demonstrate that it is a 'long' sound.
ɛ	A short sound. Make the sound, and point out the loosely spread position of your lips.
ə	The 'fiday afternoon' sound. Relax your whole body, slump your shoulders, relax your face and mouth, and say /e/, as though completely exhausted.
ɜ:	The 'something horrible' sound. Make and hold the sound, curl your upper lip, and pretend to look at something nasty. Look in the litter bin, if there is one to hand. Demonstrate that it is a 'long' sound.
ɔ:	The 'either/or' sound. Liken it to the word or.
æ	Make the sound, and point out the neutrally open shape of your lips.
ʌ	Make the sound, and throw your head back slightly as you do it. This works well if contrasted with /e/.
ɑ:	The 'holding the baby' sound. Place your arms as though holding a baby, and say /a: /.
ɒ	Make the sound, and point out your lightly rounded lips.

From the table above, we can look the way of 12 pure vowels are produced. It help to know easier how to produce them.

### e. Tongue Position of Vowel Sounds

Each vowel has their position of the tongue. The chart below tell the vowels tongue position more clear.



### a) Long Vowels

- (1) The first sound in the word *bee*, represented by the symbol /i:/. The

The front of the tongue is raised so that it almost touches the palate, and the lips are slightly spread. A Close Front Vowel.

- (2) The second sound in *bird*, represented by /ɜ:/. The part of the

tongue is raised between mid-close and mid-open position, and the lips are in a neutral shape. Mid central Vowel.

- (3) The third sound in *starling*, represented by /ɑ:/. The part of the

tongue between the centre and the back is lowered to fully open position, and the lips are in neutral shape. An open central-back vowel.

- (4) The second sound in *horse*, represented by /ɔ:/. The back of the

tongue is raised between mid-close and mid-open position, and the lips are rounded. A mid back vowel.

- (5) The middle sound in *goose*, represented by /u:/. The back of the

tongue is raised so that it almost touches the palate, and the lips are moderately rounded. A close back vowel. The explanation above, tell the ways how to produce long vowel.

There are five long vowel of single vowel: /i:/, /ɜ:/, /ɑ:/ and /u:/. All of them are same in a long term. But from explanation above, they have different way of produce the sounds.

## b) Short vowels

- (1) The middle sound in *fish*, represented by /ɪ/. The part of tongue between the front and the centre is raised to just above mid-close position, and the lips are slightly spread. A mid-close front-central vowel.
- (2) The first sounds in *egg*, represented by /e/. The front of the tongue is raised between mid-close and mid open position, and the lips are slightly spread. A mid front vowel.
- (3) The first sound in *apple*, represented by /æ/. The front of the tongue is raised between mid-open position, and the lips are slightly spread. A mid open-front vowel.
- (4) The second sound in *butter*, represented by /ʌ/. The centre of the tongue is raised between mid-open fully open position, and the shape of the lips is neutral. A mid-open central vowel.
- (5) The first sound in *olive*, the back of the tongue is lowered to almost fully open position, and lips are slightly rounded. An open back vowel.
- (6) The second sound in *pudding*, represented by /ʊ/. The part of the tongue between the centre and the back is raised to just above mid-close position, and the lips are rounded. A mid-close central-back vowel.
- (7) The third sound in *spaghetti*, the first sound in *ago*, or the last sounds in *mother*, represented by /ə/. The centre of the tongue is

raised between mid-close and mid-open position, and the lips are in a neutral shape.

The explanation above tell how the short vowel are produced. There are 7 vowels of short vowel. All of them have different ways and position of lips when produce it. At this stage consider only three possibilities: rounded, spread and neutral.

#### **4. Concept of Pronunciation Mastery**

Pronunciation is not just about producing the right sounds or stressing the right syllable, it is also about helping students understand what they hear.<sup>35</sup>

Pronunciation of English involves the production of individual or isolated sound and the utterance of words, phrases, and sentences with spelling, stressing and rhythm intonation. It is supported by Harmer, the areas of pronunciation which we need to draw our students' attention to include individual sounds. They are having difficulty with word, phrase/ sentences, stress, and intonation but students will also need help with connected speech for fluency and the correspondence between sound and spelling.<sup>36</sup>

Pronunciation is one of the most important things to master when learning English. Pronunciation is the way a word or a language is spoken, or manner in which someone utters a word.

Mastery is a term that all educators use and believe they understand well or simply reaching a certain level of understanding of particular content.

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<sup>35</sup>Andrian Tennant, *Op Cit.*

<sup>36</sup>Jeremy Harmer, *The Practice of English Language Teaching* ( Cambridge: Longman Group UK, 1991,P. 187.

The Oxford English Dictionary defines Mastery as “comprehensive knowledge or skill in a particular subject or activity”. In other words, mastery is a construct that cannot be observed directly but can be inferred from observable performance on a set of items or tasks related to a particular concept, skill, or subject.<sup>37</sup>

In other source, from dictionary, *Mastery* refers to having great skill at something or total dominance over something. If you are fluent in French, you have a *mastery* of the language.

Based on the statement above the researcher concluded that pronunciation mastery is a comprehensive knowledge of production of individual or isolated sound and the utterance of words and sentences.

## **5. Concept of Teaching Pronunciation**

Pronunciation teaching deals with two interrelated skills recognition or understanding, the flow of speech and production or fluency in the spoken language. The skills rely very little on intellectual mastery of any pronunciation rules. Ultimately it is only practice in listening and speaking which will give the learner the skill the requires.<sup>38</sup>

In pronunciation, it is advisable that the teacher gives more attention to the area where the students are likely to have problems, and plan his or her teaching strategies accordingly. As with all learning, motivation is a highly significant factor in pronunciation. Above all, the teacher must involve the

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<sup>37</sup>Thomas R Guskey, Eric M. Anderman, *Education Leadership “ in search of a Useful Definition of Mastery”* (journal). (December 2013).

<sup>38</sup>Geoffrey Broughton, et all, *Op Cit*. P.49.

students in communicative activities and makes learning as interesting and motivating as possible.

Gilbert states that differ from teaching grammar and vocabulary, teaching pronunciation has psychological factor that affect the pronunciation learning.<sup>39</sup> We know that our sense of self and community are bound up in the speech rhythm of our first language. Therefore it is common for students to feel uneasy when they hear themselves speak with the rhythm of the second or foreign language.

So, teacher can help this problem by thinking of the goal of pronunciation instruction not as helping students to sound like native speakers but as helping them to learn the core element of spoken English so that they can be understood by others.

According to Gilbert, English, English pronunciation does not amount to mastery of a list of sounds in isolated word. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow.<sup>40</sup> The aim of pronunciation teaching must be that the students can produce English speech which is intelligible in the areas where they will use it.<sup>41</sup>

## **6. The Concept of Role Play**

Role-playing is an instructional technique involving a portrayal (acting out) of a situation, condition, or circumstances by selected members of

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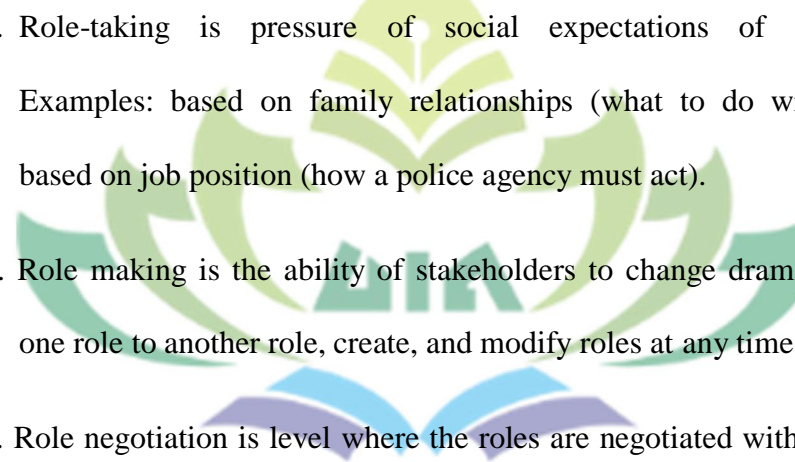
<sup>39</sup>*Ibid.* P.59.

<sup>40</sup>*Ibid.*

<sup>41</sup>Geofferey Broughton, et all, *Op Cit.* p. 58



learning group.<sup>42</sup> Role play brings situation from real life into the classroom. Students imagine and assume roles.<sup>43</sup> They create a pretend situation, and they pretend to be some different persons. In Cambridge International Dictionary of English, Role is defined as the person whom an actor represents in a film or play, while role-play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations.<sup>44</sup> Further Brown states that role-play minimally involves “giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish.”<sup>45</sup> Role play is based on three main aspects of the role of experience in daily life.<sup>46</sup> Namely:

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- a. Role-taking is pressure of social expectations of stakeholders. Examples: based on family relationships (what to do with girls), or based on job position (how a police agency must act).
  - b. Role making is the ability of stakeholders to change dramatically from one role to another role, create, and modify roles at any time required.
  - c. Role negotiation is level where the roles are negotiated with role holders within the parameters and constraints of social interaction.

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<sup>42</sup>M.P. Chhaya, book 1 :Effective Teaching Effective classroom (Effective Strategy For Teaching), *Staff Development series*, <http://www.scribd.com/doc/27435080/Effective-strategies-of-Teaching>, Accessed on March 5<sup>th</sup>, 2014

<sup>43</sup>Purwarno, Teaching Speaking (9): Role Play, *The Word of Language*, [Http://purwarno-linguistics.blogspot.com/2006/05/teaching-speaking-9.html](http://purwarno-linguistics.blogspot.com/2006/05/teaching-speaking-9.html), Accessed on March 12<sup>th</sup> 2014

<sup>44</sup>Paul Procter (Ed), 1996, *Cambridge International Dictionary of English*, Cambridge University Press, p.123

<sup>45</sup>Irene Y. Huang, Role Play For ESL/EFL Children in the English Classroom, *The Internet TESL Journal*, <http://iteslj.org/Techniques/Huang-RolePlay.html>, Accessed on April 13<sup>th</sup> 2014

<sup>46</sup>HisyamZiani, BarmawyMuthe and SekarAyuAryani, 2008, *strategiPembelajaranAktif*, Yogyakarta,InsanMadani, p.98

Furthermore, Role-Play is an active learning media, it is essential that the problem or focus that will be done to bring the practical exploration. Brown suggests that role play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective.<sup>47</sup> And as a learning strategy, role-play has several approaches.<sup>48</sup>

Referring to the explanation above, the most important principle is that students need natural situation to study; the students must be treated in pleasant way, with the teacher control but with out intimidation. In other words, students can improve their pronunciation skill using comfortable and pleasant ways. And the researchers view, role-play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. And in this research, the type of role-play that has been used by the researcher is simple role-play because the type is easy to do and according to the syllabus in this semester.

#### **a. The Advantages of Using Role Play**

Harmer states that role play has three advantages. First, they can be good fun and are thus motivating. Secondly, they allow hesitant students to be more forthright in their opinions and behavior without having to take responsibility for what they say in the way that they do when they are speaking for themselves. Thirdly, by broadening the world of the classroom

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<sup>47</sup>Irene Y . Huang, *Op.Cit*

<sup>48</sup>HisyamZaini, BarmawyMunthe and SekarAyuAryani.*Op. Cit.* pp.107-108

to include the world outside, they allow students to use a much wider range of language than some more task centred activities may do.<sup>49</sup>

Van men in Yadikar states that the disadvantages of using Role Play are:

- a. Enables students to express their hidden feelings.
- b. Enables students to discuss private issues and problems.
- c. Enables students to empathize with others and understand their motivations.
- d. Gives practice in various types of behaviors.
- e. Portrays generalized social problems and dynamics of group interaction, formal informal.
- f. Gives life and immediacy to academic descriptive material.<sup>50</sup>

From descriptions above the research conclude that role play has many advantages for the students.

#### **b. The Disadvantages of using Role Play**

1. Teachers have to do heavy preparation for sitting up the background, contexts, and learning goals for the role activities.
2. Data and background information about the role played character may need to be prepared and distributed to the students to help them with the assigned roles.
3. It may be quite difficult to assess proficiency of the students on their role play performance.<sup>51</sup>

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<sup>49</sup>Jeremy Harmer, *The Practice of English Language Teaching* (4<sup>th</sup>Ed,)(Edinburg:PearsonEducation Limited),p 353

<sup>50</sup>Yudicar, 2004, a thesis: *The Effect of Activities Based on Role Play on Ninth Grade*,p. 19 available at <https://etd.lib.metu.edu.tr/upload/12605375/index.pdf>, accessed on 11 august 2017

### **c. Procedures of Role Play**

According to Hamzah, these are procedures of Role Play for classroom activity :

- a. Ask students to form in pairs or groups with enough members to assume each stakeholder role.
- b. The teacher prepare the scanario that they are going to perform.
- c. Pointing several students' to mastery the scenario.
- d. Present the scenario and allow time for discussion of the problemsituation. It is important to allow sufficient time for students to askquestion on any aspects of the scenario that are unclear.
- e. Inform students of the time limit or other parameters that will signifythe end of activity.
- f. Mean while, the others stand in their with a pairt to observe the playing scenario.
- g. Next, each a pairt presents their conclusion.
- h. The teacher gives the general conclusion.
- i. Closing.<sup>52</sup>

## **7. Concept of Discussion**

### **a. Discussion Technique**

Discussion is a process of exchanging information, opinions, and elements of experience in a regular manner with a view to gaining a clearer

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<sup>51</sup>Chan C, 2009, assessment: Role Play, Assessment Resource Centre; University or Hong Kong Availableg at <http://are.cetl.hku.hk>, Accessed on 11 august 2017

<sup>52</sup>Hamzah B Uno, Nurdin Muhammad, *Belajar dengan Pendekatan PAILKEM*, (Jakarta:Bumi Askara,2011) P.122

mutual understanding, more researching about something or to prepare and complete conclusions / statements / decisions. In the discussion there is always debate. Discussion is an interaction between two or more people / groups. Usually the communication between them / the group is in the form of one or a specific problem which will ultimately give a good and true sense of understanding. Discussion can be anything that was originally called a topic. It is from this topic that the discussion develops and is discussed which will ultimately result in an understanding of the topic.

#### **b. Procedure Teaching Pronunciation by Using Discussion**

The following is the procedure of teaching speaking by using discussion :

1. Make student into groups, 6-8 in a group
2. Make a small circle in each group
3. Time of discussion maximal is 40 minutes.<sup>53</sup>
4. The teacher gives a task to be discussed.
5. The teacher tells how to report the task. For example such as a summary, conclusions or problem solving.
6. The teacher appoint a representative to present their discussion.<sup>54</sup>

The first procedure for the discussion technique is to make students into small groups and each group making a small circle. Teacher tell the time used for discussion and the teacher gives a task to be discussed in each group. Teacher tells how to report the results of the discussion like

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<sup>53</sup>J. Bulatau, *Teknik Diskusi Berkelompok*, Yayasan Kanisius, Yogyakarta, 1971, P .15.

<sup>54</sup>Romlah Tatick, *Teori dan Praktek Bimbingan Kelompok*, Universitas Malang, Malang, 2001, P. 99.

summaries, conclusions or solutions to problems. The last procedure is the teacher appoint a represent.

### **c. The Advantages and Disadvantages of Using Discussion**

#### **1. Advantages of Discussion technique**

The are advantages of discussion technique.

1. Stimulating the creativity of the students in the form of ideas in solving a problem
2. Develop respect for the opinions of others.
3. Expanding horizons.
4. Fostering discussion to get used to reach a consensus in solving a problem.<sup>55</sup>

Advantages of discussion technique are to stimulate creativity of students in the form of ideas for the groups of students were required to express an opinion share their thoughts. Develop respect for the opinions of others, then students should respect their opinions with each other. Expanding horizons because with more students in the group, the more knowledge to be shared. The last is to familiarize students to discuss in advance if there are problems as a means to solve a problem together.

#### **2. Disadvantages of Discussion technique**

There are disadvantages of discussion technique.

1. Talks sometimes distorted, so it takes a long time.
2. It cannot be used in a large group.

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<sup>55</sup>Bahri, *Op, Cit*, p. 87



3. Participants received limited information.

4. Maybe controlled by people who like talk or want to stand out.<sup>56</sup>

Disadvantages of discussion technique may be overcome by this way if distorted speak can be addressed by limiting the material that will be given to students. If the discussion technique could not be used in large groups the number of groups can be reproduced. If students only received limited informasi, the students are advised to ask the teacher or their friends.

## **B. Frame of Thinking**

Pronunciation is not just about producing the right sounds or stressing the right syllable, it is also about helping students understand what they hear. But most of the students stated that they felt difficulty and afraid of pronounce the word of English. They often feel confused what they have to say and how to pronounce it. And also the student don't know to read phonetic symbol to check their pronunciation and also they lose motivation in learning English. The teachers need an attractive technique to help the students in learning English.

Based on the description above the researcher assumes Technique Role play for teaching pronunciation can help the students be more free and enjoy to show or pronounce the words. The writer believes that the teaching by using Role play good influence of students' pronunciation. It can reduce boring teaching-learning situation, students will feel happier because it is

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<sup>56</sup>*Ibid*, P. 87

interesting, it will motivate the students to learn and it will make the students easier to check their pronunciation.

### **C. Hypothesis**

The hypothesis of this research are as follows:

Ha: There is a significant influence of using Role play towards students' pronunciation at the firstsemester of the eight grade of SMPN 20 Bandar Lampung 2019/2020.

Ho: There is no a significant influence of using Role play towards students' pronunciation at the first semester of the eight grade of SMPN 20 Bandar Lampung 2019/2020 .



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